Reading Indicators for ELA Correlations (R)

Early Reading Strategies (ERS)
Phonemic Awareness and Phonological Knowledge (ERS:1)
1 — Blending and segmenting syllables and onset-rimes
   NONE
2 — Blending and segmenting phonemes
   NONE
3 — Isolating phonemes
   NONE
4 — Deleting phonemes
   NONE
5 — Pairs of rhyming words
   NONE
6 — Counting syllables
   NONE

Concepts of Print (ERS:2)
1 — Distinguish between letters and words
   NONE
2 — Finger-pointing
   NONE
3 — Beginning/end of word
   NONE
4 — Identifying parts of book
   NONE
5 — Identifying punctuation marks
   NONE
6 — Matching of spoken to print word
   NONE

Reading Fluency and Accuracy (R&F)
1 — Accurate reading at grade level
   NONE
2 — Fluent reading at grade level (words per minute)
   NONE
3 — Fluent reading at grade level (meaning, phrasing, expression)
   NONE

Word Identification Skills and Strategies (WID)
1 — Identifying words using sounds, syllable types and word patterns

10: Charting Diversity
22: Trees as Habitats
44: Water Wonders
54: I’d Like to Visit a Place Where…
64: Looking at Leaves
Word Identification Skills and Strategies (WID) (cont.)

2 — Reading words using sounds, syllable types, and word patterns
NONE

3 — Reading grade-level appropriate words
NONE

4 — Reading high-frequency words
NONE

5 — Upper/lower case letters
NONE

6 — Primary sounds of letters
NONE

Vocabulary (V)
Vocabulary Strategies (V:1)
1 — Using strategies to unlock meaning of unfamiliar vocabulary

5: Poet-Tree
12: Invasive Species
14: Renewable or Not?
15: A Few of My Favorite Things
16: Pass the Plants, Please
32: A Forest of Many Uses
36: Pollution Search
44: Water Wonders
63: Tree Factory
64: Looking at Leaves
76: Tree Cookies

Breadth of Vocabulary (V:2)
1 — Synonyms and antonyms
NONE

2 — Appropriate word choice
NONE

3 — Organizing words by category

5: Poet-Tree
6: Picture This!

Literary Texts (LT)
Initial Understanding of Literary Texts (LT:1)
1 — Identify/describe characters, setting, plot

4: Sounds Around
8: The Forest of S.T. Shrew
18: Tale of the Sun
89: Trees for Many Reasons
Initial Understanding of Literary Texts (LT:1) (cont.)

2 — Summarize key ideas/plot

- 4: Sounds Around
- 8: The Forest of S.T. Shrew
- 18: Tale of the Sun
- 89: Trees for Many Reasons
- 91: In the Good Old Days

3 — Generating questions before, during, and after reading

- 8: The Forest of S.T. Shrew
- 18: Tale of the Sun
- 89: Trees for Many Reasons

4 — Distinguishing type of text

- 5: Poet-Tree
- 8: The Forest of S.T. Shrew
- 11: Can It Be Real?
- 18: Tale of the Sun
- 91: In the Good Old Days

5 — Identifying literary devices as appropriate to genre

- 18: Tale of the Sun
- 91: In the Good Old Days

Analysis and Interpretation of Literary Text/Citing Evidence (LT:2)

1 — Making predictions about what will happen next

- 4: Sounds Around
- 8: The Forest of S.T. Shrew

2 — Characteristics of characters

- 8: The Forest of S.T. Shrew
- 90: Native Ways

3 — Making inferences

- 8: The Forest of S.T. Shrew
- 90: Native Ways

4 — Identifying narrator

- 90: Native Ways
Analysis and Interpretation of Literary Text/Citing Evidence (LT:2) (cont.)
5 — Identifying message/theme

90: Native Ways

6 — Identifying cause/effect, motive (possible, inferred)

90: Native Ways

7 — Identifying cause/effect, motive (explicitly stated)

90: Native Ways

Analysis and Interpretation of Author’s Craft (LT:3)
1 — Use of literary elements and devices to extend meaning

NONE

Generates a Personal Response (LT:4)
1 — Relating text to personal experiences

8: The Forest of S.T. Shrew
11: Can It Be Real?
18: Tale of the Sun
84: The Global Climate
87: Earth Manners
89: Trees for Many Reasons
92: A Look at Lifestyles
95: Did You Notice?

2 — Provide details to support conclusion

11: Can It Be Real?
18: Tale of the Sun
84: The Global Climate
89: Trees for Many Reasons

Informational Texts (IT)

Initial Understanding of Informational Texts (IT:1)
1 — Obtaining information from text features

12: Invasive Species
14: Renewable or Not?
17: People of the Forest
29: Rain Reasons
35: Loving it Too Much
49: Tropical Treehouse
52: A Look at Aluminum
53: On the Move
69: Forest of the Trees
71: Watch on Wetlands
72: Air We Breathe
75: Tipi Talk
77: Trees in Trouble
78: Signs of Fall
Initial Understanding of Informational Texts (IT:1) (cont.)

1 — Obtaining information from text features (cont.)

80: Nothing Succeeds Like Succession
82: Resource-Go-Round
84: The Global Climate
87: Earth Manners
89: Trees for Many Reasons
91: In the Good Old Days
92: A Look at Lifestyles

2 — Answer questions with explicitly stated information from text

12: Invasive Species
14: Renewable or Not?
17: People of the Forest
22: Trees as Habitats
23: The Fallen Log
29: Rain Reasons
34: Who Works in This Forest?
35: Loving it Too Much
36: Pollution Search
45: Web of Life
49: Tropical Treehouse
50: 400-Acre Wood
52: A Look at Aluminum
53: On the Move
56: We Can Work It Out
60: Publicize It!
70: Soil Stories
71: Watch on Wetlands
72: Air We Breathe
78: Signs of Fall
80: Nothing Succeeds Like Succession
84: The Global Climate
87: Earth Manners
89: Trees for Many Reasons
91: In the Good Old Days
92: A Look at Lifestyles
93: Paper Civilizations
94: By the Rivers of Babylon

3 — Organizing information to show understanding

14: Renewable or Not?
15: A Few of My Favorite Things
16: Pass the Plants, Please
17: People of the Forest
34: Who Works in This Forest?
35: Loving it Too Much
38: Every Drop Counts
45: Web of Life
49: Tropical Treehouse
50: 400-Acre Wood
52: A Look at Aluminum
53: On the Move
71: Watch on Wetlands
72: Air We Breathe
78: Signs of Fall
80: Nothing Succeeds Like Succession
84: The Global Climate
87: Earth Manners
91: In the Good Old Days
92: A Look at Lifestyles
93: Paper Civilizations
Initial Understanding of Informational Texts (IT:1) (cont.)
4 — Generating questions before, during, and after reading

9: Planet Diversity
17: People of the Forest

5 — Distinguishing type of text
NONE

Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2)
1 — Connecting information in texts

7: Habitat Pen Pals
17: People of the Forest
18: Tale of the Sun
26: Dynamic Duos
46: Schoolyard Safari
59: Power of Print
69: Forest of the Trees
84: The Global Climate
90: Native Ways

2 — Synthesizing information in texts

7: Habitat Pen Pals
18: Tale of the Sun
46: Schoolyard Safari
56: We Can Work It Out
59: Power of Print
69: Forest of the Trees
84: The Global Climate
94: By the Rivers of Babylon

3 — Drawing inferences or conclusions

7: Habitat Pen Pals
17: People of the Forest
18: Tale of the Sun
26: Dynamic Duos
56: We Can Work It Out
59: Power of Print
84: The Global Climate

4 — Distinguishing facts in texts

18: Tale of the Sun
56: We Can Work It Out
59: Power of Print

5 — Making inferences about causes or effects

9: Planet Diversity
17: People of the Forest
18: Tale of the Sun
26: Dynamic Duos
56: We Can Work It Out
59: Power of Print
70: Soil Stories
84: The Global Climate
94: By the Rivers of Babylon
Reading Strategies (RS)
Strategies for Monitoring and Adjusting Reading (RS:1)
1 — Using a range of self-monitoring and self-correcting strategies
   NONE
2 — Pictures, syntax, repetitive language to predict upcoming words
   NONE

Reading Comprehension Strategies (RS:2)
1— Using comprehension strategies

  13: We All Need Trees
  59: Power of Print
  72: Air We Breathe
  75: Tipi Talk
  77: Trees in Trouble
  84: The Global Climate

Breadth of Reading (B)
Reading Widely and Extensively (B:1)
1 — Reading with frequency on their own

   57: Democracy in Action

2 — Reading from a wide range of genres

   57: Democracy in Action

3— Reading multiple texts for depth of understanding

   57: Democracy in Action

Participating in Literate Community (B:2)
1 — Self-selecting reading materials

   11: Can It Be Real?  57: Democracy in Action
   12: Invasive Species  84: The Global Climate
   16: Pass the Plants, Please  86: Our Changing World
   17: People of the Forest  95: Did You Notice?
   18: Tale of the Sun
### Participating in Literate Community (B:2) (cont.)

2 — Participating in discussions about text, ideas, and student writings

<table>
<thead>
<tr>
<th>Activity</th>
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<tbody>
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### Reading for Research Across Content Areas (B:3)

1 — Identifying sources of information

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2 — Evaluating information/sources

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<td>Tropical Treehouse</td>
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</table>
2 — Evaluating information/sources (cont.)

92: A Look at Lifestyles
93: Paper Civilizations
95: Did You Notice?

3 — Gathering information

4: Sounds Around
10: Charting Diversity
11: Can It Be Real?
12: Invasive Species
14: Renewable or Not?
16: Pass the Plants, Please
17: People of the Forest
18: Tale of the Sun
26: Dynamic Duos
29: Rain Reasons
39: Energy Sleuths
40: Then and Now
49: Tropical Treehouse
92: A Look at Lifestyles
93: Paper Civilizations
95: Did You Notice?

4 — Using evidence to support conclusions

4: Sounds Around
11: Can It Be Real?
14: Renewable or Not?
16: Pass the Plants, Please
17: People of the Forest
18: Tale of the Sun
26: Dynamic Duos
29: Rain Reasons
39: Energy Sleuths
49: Tropical Treehouse
57: Democracy in Action
59: Power of Print
75: Tipi Talk
76: Tree Cookies
81: Living with Fire
82: Resource-Go-Around
84: The Global Climate
85: In the Driver’s Seat
86: Our Changing World
88: Life on the Edge
90: Native Ways
91: In the Good Old Days
92: A Look at Lifestyles
93: Paper Civilizations
95: Did You Notice?
Written and Oral Communication Indicators for
ELA Correlations (W)

Structures of Language (SL)
Applying Understanding of Sentences, Paragraphs, Text Structures (SL:1)
1 — Students demonstrate command of the structures of sentences, paragraphs, and text by expressing ideas through pictures and writing sentences towards enhance meaning and varied length.

1: The Shape of Things 62: To Be A Tree
8: The Forest of S.T. Shrew 76: Tree Cookies
21: Adopt a Tree 79: Tree Lifecycle
45: Web of Life 80: Nothing Succeeds Like Succession
46: School Yard Safari 87: Earth Manners
49: Tropical Treehouse 93: Paper Civilizations

2 — Recognizing and using paragraph form, including indent, main idea, and supporting details
NONE

3 — Recognizing paragraph structure including description, sequential, compare/contrast
NONE

4 — Applying a format and text structure appropriate for the purpose of writing (given a paragraph, student write next paragraph using appropriate and consistent structure)

71: Watch on Wetlands
76: Tree Cookies

5 — Distinguishing between letters, words, sentences, and paragraphs
NONE

6 — Applying directionality to text (left to right, top to bottom)
NONE

Habits of Writing (HW)
Writing Process: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products. (HW:1)
No specific Indicators

60: Publicize It!

Writing Extensively (HW:2)
1 — Writing with frequency, (in and out of school and during summer)

21: Adopt a Tree
24: Nature’s Recyclers
92: A Look at Lifestyles
Writing Extensively (HW:2) (cont.)

2 — Sharing thoughts, observations and impressions

1: The Shape of Things
2: Get in Touch With Trees
4: Sounds Around
5: Poet-Tree
8: The Forest of S.T. Shrew
9: Planet Diversity
21: Adopt a Tree
23: The Fallen Log
24: Nature’s Recyclers
26: Dynamic Duos
29: Rain Reasons
40: Then and Now
41: How Plants Grow
44: Water Wonders
46: School Yard Safari
47: Are Vacant Lots Vacant?
48: Field, Forest, and Stream
54: I’d Like to Visit a Place Where…
55: Planning the Ideal Community
57: Democracy in Action
61: The Closer You Look
70: Soil Stories
71: Watch on Wetlands
72: Air We Breathe
77: Trees in Trouble
78: Signs of Fall
79: Tree Lifecycle
80: Nothing Succeeds Like Succession
81: Living With Fire
91: In the Good Old Days
92: A Look at Lifestyles
95: Did You Notice?

3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

1: The Shape of Things
2: Get in Touch With Trees
5: Poet-Tree
9: Planet Diversity
21: Adopt a Tree
23: The Fallen Log
24: Nature’s Recyclers
26: Dynamic Duos
40: Then and Now
41: How Plants Grow
44: Water Wonders
46: School Yard Safari
47: Are Vacant Lots Vacant?
48: Field, Forest, and Stream
54: I’d Like to Visit a Place Where…
55: Planning the Ideal Community
57: Democracy in Action
61: The Closer You Look
70: Soil Stories
71: Watch on Wetlands
72: Air We Breathe
77: Trees in Trouble
78: Signs of Fall
79: Tree Lifecycle
80: Nothing Succeeds Like Succession
81: Living With Fire
91: In the Good Old Days
92: A Look at Lifestyles
95: Did You Notice?

4 — Writing in a variety of genres

26: Dynamic Duos
71: Watch on Wetlands
Reading Connection (RC)

Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)
1 — Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to Set context/background

4: Sounds Around
8: The Forest of S.T. Shrew
9: Planet Diversity
11: Can It Be Real?
17: People of the Forest
44: Water Wonders
50: 400-Acre Wood
71: Watch on Wetlands
74: People, Places, Things
84: The Global Climate
87: Earth Manners

2 — Summarizing ideas

4: Sounds Around
8: The Forest of S.T. Shrew
9: Planet Diversity
11: Can It Be Real?
17: People of the Forest
44: Water Wonders
50: 400-Acre Wood
71: Watch on Wetlands
74: People, Places, Things
84: The Global Climate
87: Earth Manners

3 — Connecting what has been read to prior knowledge or other texts

4: Sounds Around
11: Can It Be Real?
17: People of the Forest
50: 400-Acre Wood
84: The Global Climate
87: Earth Manners

Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)
1 — Stating and maintaining a focus when responding to a question

NONE

2 — Making inferences about content, events, characters, setting or common themes

58: There Ought to Be A Law
59: Power of Print
91: In the Good Old Days

3 — Using specific details and references to text to support focus or judgment

58: There Ought to Be A Law
91: In the Good Old Days
Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2) (cont.)

4 — Organizing ideas, using transitional words/phrases and developing and writing a conclusion

NONE

Expressive Writing (EW)

Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:1)

1 — Creating a clear and understandable story line (beginning, middle, end)

NONE

2 — Establishing context, problem/conflict/challenge and resolution

NONE

3 — Using transition words/phrases to establish chronology to enhance meaning

NONE

4 — Using a variety of literary devices to enhance meaning (flashback, foreshadowing)

NONE

5 — Establishing and maintaining a theme

NONE

6 — Providing a sense of closure

NONE

Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:2)

1 — Using relevant and descriptive detail to advance plot/story line

7: Habitat Pen Pals

2 — Using dialogue to advance plot/story line

7: Habitat Pen Pals

3 — Developing characters through description, dialogue and actions

7: Habitat Pen Pals

4 — Using voice appropriate to purpose

7: Habitat Pen Pals

5 — Maintaining a focus

7: Habitat Pen Pals

6 — Selecting and elaborating important ideas and excluding extraneous details

7: Habitat Pen Pals
Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:2) (cont.)
7 — Controlling the pace of a story through sentence length and punctuation
   7: Habitat Pen Pals

Poetry (EW:3) In writing poetry, students demonstrate awareness of purpose by…
1 — Writing poems in a variety of voices for a variety of audiences
   5: Poet-Tree
2 — Writing poems that express speaker’s moods, thoughts or feelings
   5: Poet-Tree
3 — Choosing additional text to achieve impact (poem types)
   5: Poet-Tree

Poetry (EW:4) In writing poetry, use language effectively by…
1 — Selecting vocab according to purpose and for effect
   2: Get In Touch With Trees
   5: Poet-Tree
   59: Powers of Print
   62: To Be A Tree
2 — Using rhyme, rhythm, meter literary elements
   2: Get In Touch With Trees
   59: Powers of Print
   62: To Be A Tree
3 — Selecting and manipulating words/phrases for meaning and impact
   5: Poet-Tree
   59: Powers of Print
   62: To Be A Tree

Reflective Essay - Students explore and share thoughts, observations, and impressions…(EW:5)
1 — Engaging the reader by establishing context
   59: Powers of Print
Reflective Essay - Students explore and share thoughts, observations, and impressions...(EW:5) (cont.)

2 — Analyzing a condition or situation of significance (reflection)

9: Planet Diversity
35: Loving It Too Much
59: Powers of Print
72: Air We Breathe
77: Trees in Trouble
86: Our Changing World
95: Did You Notice?

3 — Using and organizational structure that allows progression of ideas to develop

59: Powers of Print
76: Tree Cookies
86: Our Changing World
95: Did You Notice?

4 — Using a range of elaboration techniques (questioning, comparing, connecting, interpreting, describing and analyzing)

4: Sounds Around
9: Planet Diversity
35: Loving It Too Much
59: Powers of Print
72: Air We Breathe
77: Trees in Trouble
86: Our Changing World

5 — Providing closure by leaving the reader with something to think about

59: Powers of Print

6 — Making connections between personal idea and experiences and more abstract things leading to new perspective

4: Sounds Around
5: Poet-Tree
9: Planet Diversity
35: Loving It Too Much
36: Pollution Search
37: Reduce, Reuse and Recycle
52: A Look At Aluminum
58: There Ought to Be A Law
72: Air We Breathe
73: Waste Watchers
76: Tree Cookies
77: Trees in Trouble
79: Tree Lifecycle
82: Resource-Go-Around
83: A Peek at Packaging
85: In the Driver’s Seat
86: Our Changing World
Informational Writing (IW)
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)

1 — Organizing ideas and concepts (sorting, procedures, discussion)

   6: Picture This!  44: Water Wonders
   9: Planet Diversity  57: Democracy in Action
  17: People of the Forest  59: Power of Print
  19: Viewpoints on the Line  64: Looking at Leaves
  21: Adopt a Tree  74: People, Places, and Things
  24: Nature’s Recyclers  86: Our Changing World
  35: Loving It Too Much

2 — Writing an introduction and selecting appropriate information to set context

   17: People of the Forest

3 — Using transition words appropriate to organization of text

   NONE

4 — Writing a conclusion

   NONE

5 — Providing references

   NONE

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:2)

1 — Establishing a topic

   71: Watch on Wetlands
   90: Native Ways

2 — Stating and maintaining a focus

   71: Watch on Wetlands

3 — Writing with a sense of audience when appropriate

   71: Watch on Wetlands

4 — Establishing an authoritative voice

   71: Watch on Wetlands
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:2) (cont.)

5 — Using precise and descriptive language that clarifies and supports intent

71: Watch on Wetlands
90: Native Ways

Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)

1 — Including facts and details relevant to focused idea

11: Can It Be Real?
12: Invasive Species
40: Then and Now
49: Tropical Treehouse
54: I’d Like to Visit a Place Where…
58: There Ought to Be A Law

2 — Including sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing/contrasting)

11: Can It Be Real?
12: Invasive Species
40: Then and Now
49: Tropical Treehouse
54: I’d Like to Visit a Place Where…
58: There Ought to Be A Law

3 — Addressing readers’ concerns (counterarguments, persuasive writing, within procedures and reports)

11: Can It Be Real?
40: Then and Now
58: There Ought to Be A Law

4 — Commenting on the significance of information

11: Can It Be Real?
40: Then and Now
54: I’d Like to Visit a Place Where…

Writing Conventions

Applying Rules of Grammar, Usage, and Mechanics (C:1)

1 — Identifying or correcting grammatical errors

NONE

2 — Capitalizing

NONE
Applying Rules of Grammar, Usage, and Mechanics (C:1) (cont.)
3 — Using commas correctly
   NONE
4 — Using punctuation to enhance meaning
   NONE
5 — Correctly spelling grade-appropriate words
   NONE

Oral Communications
Interactive Listening (OC:1)
1 — Following verbal instructions to perform certain tasks, answer questions or solve problems

1: The Shape of Things
2: Get In Touch With Trees
4: Sounds Around
5: Poet-Tree
6: Picture This!
7: Habitat Pen Pals
8: The Forest of S.T. Shrew
9: Planet Diversity
10: Charting Diversity
11: Can It Be Real?
12: Invasive Species
13: We All Need Trees
14: Renewable of Not?
15: A Few of My Favorite Things
16: Pass the Plants, Please
17: People of the Forest
18: Tale of the Sun
19: Viewpoints on the Line
20: Environmental Exchange Box
21: Adopt a Tree
22: Trees as Habitats
23: The Fallen Log
24: Nature’s Recyclers
25: Birds and Worms
27: Every Tree for Itself
29: Rain Reasons
31: Plant a Tree
32: A Forest For Many Uses
33: Forest Consequences
34: Who Works in This Forest?
35: Loving It Too Much
36: Pollution Search
37: Reduce, Reuse and Recycle
38: Every Drop Counts
39: Energy Sleuths
40: Then and Now
41: How Plants Grow
42: Sunlight and Shades of Green
43: Have Seeds, Will Travel
44: Water Wonders
45: Web of Life
46: School Yard Safari
47: Are Vacant Lots Vacant?
48: Field, Forest and Stream
49: Tropical Treehouse
50: 400-Acre Wood
51: Make Your Own Paper
52: A Look At Aluminum
53: On the Move
54: I’d Like to Visit a Place Where…
55: Planning the Ideal Community
56: We Can Work It Out
57: Democracy in Action
58: There Ought to Be A Law
59: Power of Print
60: Publicize It!
61: the Closer You Look
62: To Be A Tree
63: Tree Factory
64: Looking at Leaves
65: Forest of the Trees
60: Soil Stories
61: Watch on Wetlands
62: Air We Breathe
63: Waste Watchers
64: People, Places, Things
65: Tipi Talk
66: Tree Cookies
77: Trees in Trouble
78: Signs of Fall
79: Tree Lifecycle
80: Nothing Succeeds Like Succession
81: Living With Fire
82: Resource-Go-Around
83: A Peek at Packaging
84: the Global Climate
85: In the Driver’s Seat

86: Our Changing World
88: Living on the Edge
89: Trees For Many Reasons
90: Native Ways
91: In the Good Old Days
92: A Look at Lifestyles
93: Paper Civilizations
94: By the Rivers of Babylon
95: Did You Notice?
96: Improve Your Place

2 — Summarizing, paraphrasing. Questioning, or contributing to information presented

1: The Shape of Things
2: Get In Touch With Trees
6: Picture This!
8: The Forest of S.T. Shrew
10: Charting Diversity
11: Can It Be Real?
12: Invasive Species
13: We All Need Trees
16: Pass the Plants, Please
17: People of the Forest
18: Tale of the Sun
19: Viewpoints on the Line
20: Environmental Exchange Box
21: Adopt a Tree
22: Trees as Habitats
23: The Fallen Log
24: Nature’s Recyclers
35: Loving It Too Much
40: Then and Now
41: How Plants Grow
42: Sunlight and Shades of Green
44: Water Wonders
45: Web of Life
46: School Yard Safari
49: Tropical Treehouse
51: Make Your Own Paper
54: I’d Like to Visit a Place Where…
55: Planning the Ideal Community
56: We Can Work It Out
57: Democracy in Action
58: There Ought to Be A Law
59: Power of Print
60: Publicize It!
61: the Closer You Look
62: To Be A Tree
71: Watch on Wetlands
72: Air We Breathe
74: People, Places, Things
76: Tree Cookies
77: Trees in Trouble
78: Signs of Fall
79: Tree Lifecycle
80: Nothing Succeeds Like Succession
81: Living With Fire
82: Resource-Go-Around
83: A Peek at Packaging
84: the Global Climate
85: In the Driver’s Seat
86: Our Changing World
88: Living on the Edge
89: Trees For Many Reasons
90: Native Ways
91: In the Good Old Days
92: A Look at Lifestyles
93: Paper Civilizations
94: By the Rivers of Babylon
95: Did You Notice?
96: Improve Your Place
Interactive Listening (OC:1) (cont.)

3 — Identifying essential elements, interpreting or evaluating the message


4 — Group participation and respecting group dynamics


Interactive Listening (OC:1) (cont.)
5 — Reaching consensus to solve problems, make decisions or achieve a goal

9: Planet Diversity 47: Are Vacant Lots Vacant?
11: Can It Be Real? 48: Field, Forest and Stream
12: Invasive Species 49: Tropical Treehouse
13: We All Need Trees 52: A Look At Aluminum
17: People of the Forest 54: I’d Like to Visit a Place Where…
18: Tale of the Sun 55: Planning the Ideal Community
20: Environmental Exchange 56: We Can Work It Out
   Box 57: Democracy in Action
21: Adopt a Tree 58: There Ought to Be A Law
23: The Fallen Log 59: Power of Print
24: Nature’s Recyclers 60: Publicize It!
31: Plant a Tree 69: Forest of the Trees
32: A Forest For Many Uses 72: Air We Breathe
33: Forest Consequences 76: Tree Cookies
35: Loving It Too Much 80: Nothing Succeeds Like Succession
40: Then and Now 84: the Global Climate
41: How Plants Grow 91: In the Good Old Days
45: Web of Life 93: Paper Civilizations

Make Oral Presentation (OC:2)
1 — Demonstrating skills in discussing and interviewing

2: Get in Touch With Trees 42: Sunlight and Shades of Green
4: Sounds Around 46: School Yard Safari
6: Picture This! 55: Planning the Ideal Community
9: Planet Diversity 56: We Can Work It Out
11: Can It Be Real? 57: Democracy in Action
12: Invasive Species 58: There Ought to Be A Law
13: We All Need Trees 60: Publicize It!
14: Renewable or Not? 61: Watch on Wetlands
17: People of the Forest 72: Air We Breathe
18: Tale of the Sun 80: Nothing Succeeds Like Succession
19: Viewpoints on the Line 84: the Global Climate
23: The Fallen Log 86: Our Changing World
24: Nature’s Recyclers 89: Trees for Many Reasons
27: Every Tree For Itself 95: Did You Notice?
40: Then and Now 96: Improve Your Place
41: How Plants Grow
A Handbook Linking Project Learning Tree’s PreK-8 Activity Guide to
New Hampshire’s English Language Arts Framework (K-12)

Make Oral Presentation (OC:2) (cont.)
2 — Using verbal and nonverbal skills in maintaining a focus

2: Get in Touch With Trees  
4: Sounds Around  
9: Planet Diversity  
11: Can It Be Real?  
12: Invasive Species  
13: We All Need Trees  
17: People of the Forest  
18: Tale of the Sun  
24: Nature’s Recyclers  
33: Forest Consequences  
40: Then and Now  
41: How Plants Grow  
47: Are Vacant Lots Vacant?  
53: On the Move  
55: Planning the Ideal Community  
56: We Can Work It Out  
58: There Ought to Be A Law  
60: Publicize It!  
71: Watch on Wetlands  
80: Nothing Succeeds Like Succession  
84: the Global Climate  
86: Our Changing World  

3 — Telling stories with smooth transition, supporting details and coherent conclusion

9: Planet Diversity  
17: People of the Forest  
18: Tale of the Sun  
24: Nature’s Recyclers  
35: Loving It Too Much  
40: Then and Now  
41: How Plants Grow  
53: On the Move  
56: We Can Work It Out  
58: There Ought to Be A Law  
84: the Global Climate  
86: Our Changing World

4 — Providing effective and appropriate feedback

9: Planet Diversity  
17: People of the Forest  
18: Tale of the Sun  
24: Nature’s Recyclers  
58: There Ought to Be A Law  
84: the Global Climate  
86: Our Changing World

5 — Using a variety of strategies to engage audience (eye contact, voice tones, gestures)

9: Planet Diversity  
17: People of the Forest  
18: Tale of the Sun  
24: Nature’s Recyclers  
58: There Ought to Be A Law  
86: Our Changing World
Make Oral Presentation (OC:2) (cont.)
6 — Using tools of technology to enhance message

9: Planet Diversity
17: People of the Forest
18: Tale of the Sun
24: Nature’s Recyclers
46: School Yard Safari
56: We Can Work It Out
58: There Ought to Be A Law
60: Publicize It!
63: Tree Factory
86: Our Changing World
95: Did You Notice?
96: Improve Your Place